



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1860 S Longmore Street, Mesa, AZ 85202

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Excelling  
2002-03 Excelling  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Patrick Crisp  
Schedule : 8:00 AM to 4:00 PM  
Grades : 7-9  
2004 Enrollment : 1163  
Web Address : [www.mesa.k12.az.us](http://www.mesa.k12.az.us)  
Phone Number : (480) 472-2300  
Fax Number : (480) 472-2299  
E-mail : [pcrisp@mpsaz.org](mailto:pcrisp@mpsaz.org)

### Mission

The emphasis at Rhodes Junior High School is to teach skills and attitudes which allow students to succeed in a multicultural society. Students demonstrate attitudes of respect and mutual acceptance, and take responsibility for their actions.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Develop higher-level thinking, problem-solving and decision-making skills.
- ü Provide a rigorous program of writing.
- ü Develop a good sense of character amongst students through "Character Counts" messages.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1224  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 125

## Instructional Programs

- ü Advanced Placement
- ü At-risk
- ü SEI
- ü Gifted

## Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Rhodes provides a safe learning environment for all students regardless of national origin or beliefs. High expectations are held for all students. Timely reports are made to parents concerning students' academic progress, attendance and behavior.

### Parents

Rhodes enjoys a well-rounded parent community which fully endorses the total school program and actively supports its academics, activities and programs. Parents are responsible for responding appropriately to school concerns and their child's needs.

## Transportation Policy

Busing is provided for all students living more than two miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Academic League Regional Champions	2003
ü Spirit of Unity Award (MLK)	2004
ü Teaching of Social Justice Award Winner	2003
ü SADD Chapter of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	388	5673	75001	98	99	99	491	489	468	21	24	37	34	33	36	27	24	16	19	20	10
All Students (Prior Year)	417	5563	71167	99	98	99	479	480	463	24	24	38	43	41	41	20	23	14	13	13	7
Female	191	2761	36846	98	100	99	485	489	468	22	22	36	39	36	38	26	25	16	13	18	10
Male	197	2908	37974	98	99	99	496	489	467	20	26	39	29	30	34	27	23	16	24	22	11
African American	27	221	3720	96	100	98	474	468	446	30	39	53	37	31	33	19	18	9	15	12	4
Hispanic	65	1551	26675	97	99	98	467	462	448	37	40	52	32	37	34	21	17	10	10	7	4
Asian/Pacific Islander	13	136	1575	100	100	99	539	507	504	0	17	18	33	27	33	25	22	20	42	34	29
American Indian/Alaskan Native	13	213	4731	100	98	98	492	450	438	23	51	61	15	32	30	38	13	7	23	4	2
White	270	3539	37785	99	99	99	496	502	482	17	16	25	35	32	39	28	27	21	20	25	15
Students with Disabilities	28	476	8802	100	100	100	415	421	418	82	75	79	18	21	16	0	3	3	0	1	1
Students without Disabilities	360	5197	66199	98	99	99	497	494	472	16	20	34	35	34	38	29	25	17	20	21	11
Limited English Proficient Students	21	799	11710	100	100	100	446	454	429	63	46	70	13	37	25	19	13	4	6	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	99	2327	29814				468	464	448	40	39	53	32	35	33	19	16	10	9	10	4
Non-Economically Disadvantaged	289	3346	45170				498	505	479	15	14	28	34	31	38	29	28	20	22	26	14

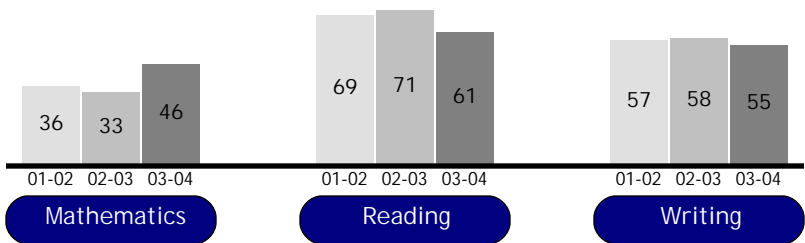
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	386	5674	74918	98	99	99	512	502	497	21	28	32	18	18	19	38	36	35	23	18	15
All Students (Prior Year)	416	5561	71100	99	98	99	515	507	502	16	20	25	14	20	21	48	44	40	23	17	15
Female	191	2760	36805	98	99	99	517	507	501	16	25	28	19	19	19	41	37	37	24	19	16
Male	195	2910	37936	97	99	99	507	498	493	26	32	35	18	16	18	34	35	33	22	17	14
African American	27	222	3719	96	100	98	494	489	481	33	38	43	19	18	21	37	31	29	11	13	7
Hispanic	66	1550	26645	99	99	98	488	477	478	37	47	46	19	19	20	37	27	27	8	6	6
Asian/Pacific Islander	13	136	1571	100	100	99	545	512	521	8	21	18	17	16	15	25	40	38	50	23	30
American Indian/Alaskan Native	13	214	4729	100	99	98	507	469	468	23	54	57	15	19	19	31	22	19	31	5	4
White	267	3539	37773	97	99	99	518	514	511	16	19	20	18	17	18	39	40	41	26	24	21
Students with Disabilities	26	477	8801	93	100	100	442	440	448	85	81	75	8	11	13	8	6	10	0	2	2
Students without Disabilities	360	5197	66117	98	99	99	517	507	501	16	24	28	19	18	19	40	38	37	25	20	16
Limited English Proficient Students	22	802	11706	100	100	100	465	467	454	65	57	71	18	18	16	6	21	12	12	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	99	2331	29785				492	479	477	35	46	47	20	19	20	34	28	26	10	8	6
Non-Economically Disadvantaged	287	3343	45115				518	516	508	16	18	23	18	17	18	39	41	39	27	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	387	5635	74503	98	99	99	490	479	491	11	13	9	34	37	32	46	42	51	9	8	8
All Students (Prior Year)	415	5441	69001	99	96	96	501	494	490	9	13	17	34	36	37	57	50	45	1	0	1
Female	191	2744	36686	98	99	99	508	497	506	6	8	5	31	35	29	52	47	57	11	11	9
Male	196	2886	37644	98	98	98	473	461	476	15	18	13	38	40	36	40	37	45	7	6	6
African American	27	219	3677	96	100	97	469	463	475	22	21	12	33	36	36	37	36	46	7	7	5
Hispanic	67	1545	26500	100	99	97	472	444	467	16	21	13	31	45	39	50	31	44	3	3	4
Asian/Pacific Islander	13	134	1566	100	100	99	542	497	537	8	11	5	25	32	23	42	44	55	25	13	18
American Indian/Alaskan Native	13	208	4695	100	96	97	481	444	464	15	23	14	31	43	39	46	29	44	8	4	3
White	267	3517	37606	97	98	99	495	495	508	8	9	6	36	35	28	46	47	56	10	10	10
Students with Disabilities	28	472	8662	100	100	100	397	394	409	54	48	37	32	36	42	14	15	20	0	1	1
Students without Disabilities	359	5163	65841	98	99	98	497	486	499	7	10	7	34	38	32	49	44	53	10	9	8
Limited English Proficient Students	22	795	11608	100	100	100	419	422	430	35	30	23	41	45	47	18	23	28	6	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	98	2304	29587				455	445	465	18	22	14	38	42	40	42	32	43	2	4	4
Non-Economically Disadvantaged	289	3331	44898				502	500	507	8	7	7	33	34	28	47	48	55	11	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	63	53	48	98	71	59	51	94	66	NA	54
	Language	100	62	56	51	97	72	62	54	99	73	64	58
	Mathematics	100	71	67	54	97	80	74	58	99	78	75	62
8	Reading	100	62	54	49	93	67	58	53	92	64	NA	55
	Language	100	58	51	46	93	66	56	49	98	68	58	52
	Mathematics	100	72	66	54	93	77	69	58	98	76	73	61
9	Reading	100	50	46	37	98	58	50	41	93	56	NA	42
	Language	100	57	49	38	99	66	54	42	97	61	54	42
	Mathematics	100	76	71	56	99	78	74	60	97	81	76	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Rhodes Junior High School

## School Site Council

### Council Composition

2 School Administrator(s)  
 0 Non-certified Employee(s)  
 7 Teacher(s)  
 7 Parent(s)  
 0 Community Member(s)  
 2 Student(s)

### Council Duties

Ü Parent/Educator Relations  
 Ü Curriculum Development  
 Ü Student Discipline  
 Ü School Safety Issues  
 Ü Extracurricular Activities  
 Ü Instructional Strategies

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	52.50
Other Professional Staff	7.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	4	4	0	0
10 or more years	19	19	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 44  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 255  
 Teachers with Emergency Certificaton. 0

## Resources Available at School Site

### Special Facilities

Ü Quality Performing Arts Facility  
 Ü Up-to-Date Industrial Arts Labs  
 Ü 4 Computer Labs  
 Ü Gymnasium

### Extracurricular Activities

Ü National Junior Honor Society  
 Ü Performing Arts Club  
 Ü Student Government  
 Ü National Academic League  
 Ü Rhodes Ambassadors  
 Ü Multi-cultural Club (Social Studies Club)  
 Ü Step-Club (Dance)  
 Ü Performing Arts Club (PAC)

### Social Services

Ü Adult Education  
 Ü Clothing/Food Banks  
 Ü Community Classes  
 Ü Counseling Services

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Forty-two percent (42%) of registered students achieved honor roll status during the 2003-04 school year with a 3.5 or better grade point average.
- ü Thirty-five percent (37%) of all ninth grade students qualified for the President's Award of Recognition for Academic Excellence.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	0	NA		3
Status Unknown <sup>11</sup>	0			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	63	67
Grades 7-8	63	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Rhodes Junior High is committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set. These rules and expectations are fairly and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

20
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Patrick Crisp	(480) 472-2310
Transportation Policy	Transportation	(480) 472-6109
Community Resources	Irene Gamez	(480) 472-2333
School Nutrition Programs	Loretta Zullo	(480) 472-0900
Parent Organization	Patrick Crisp	(480) 472-2310
Student Health/Nurse	Lyn Proctor	(480) 472-2350

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.